

Overview

This lesson addresses an important Kansas landmark, the State Capitol. Students will use five *Read Kansas* cards to learn why the Capitol is a significant historic site. Students will write five sentences based on the information from their readings and discussion. The sentences will be written on a fan in the shape of the Capitol. The lesson is designed to take three class periods but can be adjusted to meet individual class schedules.

Standards

History:

Benchmark 3, Indicator 2 The student locates and explains the importance of landmarks and historic sites today (e.g., Plymouth Rock, U.S. Capitol, Statue of Liberty, Kitty Hawk, Kansas State Capitol, Mt. Rushmore, Mesa Verde, the Alamo, Sutter's Mill).

Writing:

Benchmark 2, Indicator 12 The student writes feelings and thoughts about the topic with the purpose of informing the reader. (Voice: prewriting, drafting, revising: N,E,T)

Objectives

Content:

- The student will identify Topeka as the location of the Capitol.
- The student identifies five things that make the Capitol a historic site.

Skills:

- The student retells information about the Capitol.

Essential Questions

- Why does every state have a Capitol?
- What activities take place at the Capitol?
- Why is the Capitol a symbol for Kansas?



Activities

This activity uses the following *Read Kansas* cards:

- **Kansas State Capitol**
- **Murals at the Capitol**
- **Statues at the Capitol**
- **The Governor's Office**
- **The Senate, The House of Representatives**

Day 1

1. Explain that this history lesson will focus on a Kansas landmark, the Kansas State Capitol.
 - Explain that the Capitol is a building in Topeka. Locate Topeka on a classroom map.
 - Have students raise their hands if they have visited the Capitol.
 - Ask students what they remember about their visit. Use their comments to get them excited about learning more about the Capitol.
2. Distribute the **Kansas State Capitol** *Read Kansas* card.
 - Introduce the image on the front of the card as the State Capitol.
 - Have students read the back of the card. Have one student read the card aloud to the class.
 - Have students look carefully at the picture on the front of the card again and discuss why the building is a "grand" building. What do they see? (e.g., big building, many floors, the dome, a statue on the top of the dome, many steps leading to the second floor, made of stone, copper dome, etc.)
3. Distribute the **I am a Fan of the Capitol** worksheet.
 - Write the words "Kansas State Capitol" on the board. Instruct the students to write the words in the space provided on the front of the fan.
 - On the back of the fan are five lines. After reading every card in the lesson, the students will write an informational sentence based on their feelings or thoughts about that card and the class discussion. Students should complete the first line based on today's lesson.
 - Students will need to keep their fan worksheet for Day 2 and 3 activities.

Day 2

1. The next two cards in the lesson both deal with artwork at the Capitol. You may wish to have students read both before completing the fan worksheet.
2. Distribute the **Murals at the Capitol** *Read Kansas* card.
 - Introduce the image on the front of the card as a famous mural of John Brown. It is located on the second floor of the Capitol.
 - Have students read the back of the card. Have one student read the card aloud to the class.

- Have students look carefully at the picture on the front of the card again and discuss what murals can tell us about the past. What do they see? (He is angry, he is holding a Bible and a gun, he is ready to fight, people are dead at his feet, there is a war being fought, there are two sides, etc. This is a mural about the Civil War that split the country apart.)
3. Distribute the **Statues at the Capitol** *Read Kansas* card.
 - Introduce the image on the front of the card as the statue on the Capitol dome, *Ad Astra*. It was placed there in 2002. For years there was only a light bulb on the top of the dome because people could not agree on what to place there.
 - Have students read the back of the card. Have one student read the card aloud to the class.
 - Have students look carefully at the picture on the front of the card again and discuss what is a statue and what it can tell us about the past. What do they see? (The Kansa lived in Kansas, they were hunters, they fought with other groups, their clothing and hair style were different than today's styles which ties into their resources and culture at the time, our state is named for them, the North Star helped travelers find their way, etc.)
 4. After reading these two cards have the students write two informational sentences based on their feelings or thoughts about the cards and the class discussion.

Day 3

1. The last two cards in the lesson deal with the role of government at the Capitol. You may wish to have students read both cards before completing the fan worksheet.
2. Distribute **The Governor's Office** *Read Kansas* card.
 - Introduce the image on the front of the card as the ceremonial office of the governor. This is where the governor signs important bills into law and greets visitors. It is located on the second floor of the Capitol.
 - Have students read the back of the card. Have one student read the card aloud to the class.
 - Have students look carefully at the picture on the front of the card again, as well as the two images on the back of the card. What have they learned about the office of governor? (Both men and women have been governor, they sign bills into law, they represent the state of Kansas, governors do much of their work at the Capitol, etc.)
3. Distribute **The Senate and the House of Representatives** *Read Kansas* card.
 - This card has two images since the Senate and the House combined form the legislature. These rooms, or chambers, are located on the third floor of the Capitol.
 - Have students read the back of the card. Have one student read the card aloud to the class.
 - Have students look carefully at the pictures on the front of the card again, as well as the two images on the back of the card. What have they learned about the legislature? (The members of the legislature represent the people of Kansas, their rooms or chambers are stately to show the importance of the work done there, they make laws, they are the biggest rooms in the Capitol, the rooms preserve history, etc.)

4. After reading these two cards have the students write two informational sentences based on their feelings or thoughts about the cards and the class discussion. When finished, have students cut out the fan. Assemble the fan with glue or tape.

Assessment

- Observe the student's ability to participate in the group discussions.
- Evaluate the student's ability to write informative sentences on the fan worksheet.

For the Teacher

By definition a landmark literally means a geographic feature used by explorers and others to find their way back through an area on a return trip. In modern usage it is anything that is easily recognizable such as a monument, building, or other structure. A historic site is defined as an architectural, engineering, or archaeological area, structure or object that has historic significance to the region, locality, community, or nation.

Landmarks and historic sites are an excellent tool for teaching history. They provide people with a connection to the past by preserving past accomplishments. This lesson focuses on the most prominent historic site in the state, the Capitol.

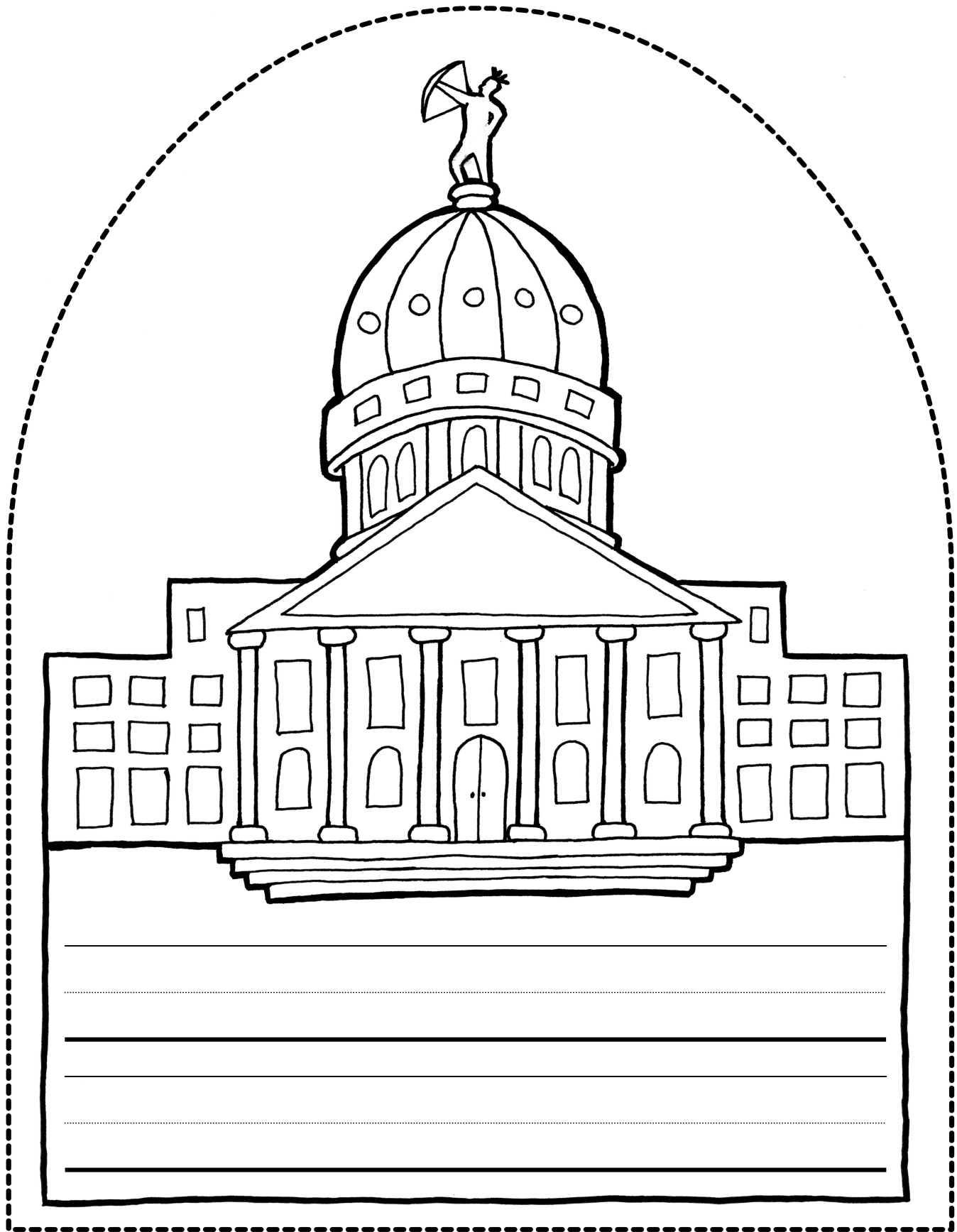
The word "capitol" is often confused with "capital." The first is the spelling for a building; the latter is a place. The Capitol is the building where state government is conducted. Laws are made here that govern all Kansans. Topeka is the capital city. It is the capital of Kansas. Explain that all 50 states have capitals. See if they can name any of the other state capitals. The United States has a capital, too. This is the seat of government for the whole country. It is Washington, D.C.

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Resources for this lesson are from:

- Kansas State Historical Society collections
- Sonya Scheuneman (governor's office and Governor Sebelius)
- *Topeka Capitol-Journal* (Governor Sebelius giving the "State of the State" address)

I am a "Fan of the Capitol!"



Directions for making the “Fan of the Capitol”

1. Copy each of the two images onto heavy paper. Each student will get two pages—the front page and the back page.
2. On the front of the fan, have students write below the image of the Capitol the words “Kansas State Capitol.” If they wish, students may color the image.
3. On the back of the fan (below) have each student write his or her name and write five reasons why he or she is “a fan of the Capitol.”
4. Have students cut out both pages following the dashed lines.
5. Use a tongue depressor or craft stick as a handle for the fan. This will be sandwiched between the front and back pieces as they are glued together.
6. Center the handle stick and glue or tape it to the front piece (drawing of the Capitol).
7. Glue the back piece to the front piece with the stick sandwiched between both sheets.

Name: _____

I am a “fan of the Capitol” because:

1

2

3

4

5